

**Sample Plan of Care**

<b>Youth Name (First, MI, Last):</b> Matthew Carter		<b>Wrap File #:</b> 12345		<b>CFT Date:</b> 12/02/2018
<b>Guardian Name:</b> Mona & John Carter	<b>Age:</b> 15	<b>Phone:</b> 555.555.5555	<b>Address:</b> 1234 XX St	
<input checked="" type="checkbox"/> <b>Initial</b> <input type="checkbox"/> <b>Review</b> <input type="checkbox"/> <b>Discharge</b> <input type="checkbox"/> <b>Crisis</b>		<b>Enrollment Date:</b> 11/02/2018	<b>Target Completion Date:</b> 11/2019	

**Vision/Mission/Strengths**

**Family Vision:**

To love unconditionally, work hard for the important things, and give back

**How close are we to reaching our Vision (Scale 1-5)?:**

**Team Mission:**

Work hard, play hard and never give up

**Strengths:**

Matthew (youth):

1. He hasn't given up hope of being a permanent member of a family
2. He steps up to help out with his little brother, is patient with him, and will protect him
3. He is close to Mona and talks to her about everything
4. He stands up for himself and tries to protect himself from getting hurt again
5. He is able to build relationships with adults he trusts
6. He is a leader on the football field
7. He likes being part of a team and the sense of family a team gives him – 'someone always has your back'
8. Heavy work tasks like football drills or weight lifting help him to clear his head

Sue (Probation Officer):

1. She has connections to the local university and can score tickets to college games
2. She is very active in her community and volunteers at a local Boys/Girls Club and helps with a local neighborhood revitalization effort on the north side

Jennifer (Care Coordinator):

1. Is awesome at dance revolution and dances to de-stress
2. Volunteers at the local human society and likes helping animals.

Mona (Mom):

1. She learns from past mistakes and experiences and builds off those lessons learned and experiences to help others
2. She is committed to keeping her family together
3. She asks for help when needed
4. She confides in Michelle (her co-worker) and they work out together every other day to de-stress and keep a positive mind-set
5. She gives of herself freely in support of her family's needs
6. She sees the good in people
7. She is the rock of her family

Adam (therapist):

1. He comes from a long line of football fanatics and uses his knowledge of football to connect with Matthew
2. He is very handy with tools and does wood working in his spare time

Michelle (Mom's Co-worker):

1. She has known Mona & John for over 15 years and feels comfortable being very honest and open with them – she is a "tell it like it is" kind of person.
2. She uses her sense of humor to calm people down in times of crisis and using humor helps her to stay calm in stressful situations

Coach Smith (Coach):

1. He believes the team is like family and we stand up for one another
2. Goes above and beyond for kids and will step up when asked to take on a task

John (Dad):

1. He works hard to support his family and wants to pass on the value of hard work to his kids
2. He learns from watching others
3. He believes in picking yourself up and moving forward despite obstacles
4. He believes doing things as a family keeps the family strong and together – he attends all Matthew's sports events and looks for activities to keep him busy

As a family they:

1. Enjoy giving back to the community by participating in community service activities (Habitat for Humanity)
2. Believe in the power of education to achieve your goals and commit time every day to helping with homework and reading

Steven (younger brother):

1. He loves reading adventure books
2. He likes riding on the back of Matthew's bike and going fast
3. He wants to play football like Matthew when he grows up

Tina (Family Support Partner):

1. She enjoys puzzles and putting puzzles together helps her relax.
2. She is a great cook and enjoys bringing people together around a good meal

## Crisis Plan

**Crisis Plan Last Revised on:** 12/2/18

### **Diagnosis:**

Mood Disorder NOS, ADHD

### **Medications:**

Vyvanse 70mg, Fluoxetine 20mg, and Abilify 10mg

### **Brief History:**

Matthew enjoys hanging out with his family and excels in football. He is a strong leader on his team. He likes to know 'people have his back'. Matthew has a history of trauma and was in foster care until the age of 13 when he was adopted by Mona and John. Matthew began showing signs of aggression about 1 year ago and within the past 6 months he has started skipping school, his grades are dropping, and he seems angry all the time. His behaviors have escalated and he is now staying out late, disobeying the rules, and starting fights with peers at school. Matthew's parents report when Matthew gets angry, he will hit things, slam doors, follow them around the house yelling, flip over furniture, threaten to call Child Protective Services, and threaten to run away. He is currently on probation for hitting his mom, Mona, during one of the outbursts. Matthew calms down immediately if his little brother, Steven, comes in the room. He is very protective of him and spends a lot of time playing with Steven. After an incident, he will apologize to his family and talk through what happened with Mona. Matthew is very open with her and confides in her.

### **Triggers:**

Mona and John feel like the smallest things set Matthew off and they never know when he is going to react with anger. Matthew says he feels angry all the time and one minute he is fine and the next he is 'just so mad'. It could be small things like 'put our dishes in the dishwasher' or 'no TV until home work is done'. One day he may follow those commands without escalation and the next day it can turn into a full crisis.

### **Potential Crisis:**

Matthew will hit Mona and/or destroy the house by flipping furniture or punching walls. The police could be called and he could end up in the hospital or detention for violation of his probation.

### **Action Steps for home and school:**

1. Matthew will start the day with relaxation exercises. When he wakes up in the morning before he gets out of bed, he will take 10 deep breathes and then go get in the shower.
2. During first period, PE, Matthew will practice tightening his muscles and letting them go while they are doing warm up exercises. He will also do this tightening and releasing while warming up before practice after school.
3. When the teachers and coaches at school see Matthew squint his eyes, scowling, and his face turn red, they will remind him to breathe by just saying to Matthew 'breathe'. Matthew will start to take deep breaths and release them slowly.
4. If they do not see him start to breathe, they will ask Matthew to take a walk with them and help him start to do his breathing exercises. They will walk him to the coach's office for a 'cool down' period. Coach Smith will have Matthew set up practice drills for the afternoon or have him walk the field.
5. Mona and John will also use this technique, when they see the same signs. They will use the word 'breathe' and if they don't see him start to breathe, they will tell Matthew 'they have his back' and 'let's walk it off.' Matthew can choose whether to walk alone or with John, or Mona. Steven can come with John or Mona.
6. If the breathing exercises don't work and Matthew continues to escalate at home, Mona and John will remind Matthew to 'breathe' and walk away for 5 minutes. Matthew can text Coach Smith who will encourage him to breathe, and reminding him of the advice he gives his team on the field.
7. Mona and John will come back in the room and assess if Matthew has calmed down – his face will be relaxed and not scowling. If he is still angry, they will ask Matthew to go in the backyard and train on his football push pull sled. Mona and John will leave the area to ensure their own safety if Matthew refuses and continues to escalate. They will call Matthew's therapist Adam. If he is unavailable or they feel they need someone to come to the home they will call the Mobile Treatment 24 hour service to talk and request someone to come out to the home. If Mona is home alone, she will call her co-worker, Michelle, to come over and sit with her as support and escort her to the hospital if needed.

**Person's Responsible and phone numbers:**

Mona and John- 000-845-0000 (Mona's Cell) 410-713-0000 (John's Cell)

Coach- 000-783-0000

Michelle-000-555-0000

Jennifer ( Care Coordinator)- Cell: 000-713-0000 Office: 000-219-0000

Adam Therapist: 1-000-406-0000

Mobile Crisis: 000-754-0000

Needs Statements/Strategies		
Needs Statement:  1	Matthew needs to know people can be permanent parts of his life.	Start Date: 12/1/2018
		End Date/Duration:
Outcome: Increase in positive days at home and school (no physical fights or school referrals).		Base-Line: 3 out of 7 days a week
		Current:
Closer to Need Met (Scale 1-5)?		
Rating at Last CFT:		
Life Domain Area of need:		
<input checked="" type="checkbox"/> Family	<input type="checkbox"/> Residence	<input checked="" type="checkbox"/> Social
		<input type="checkbox"/> Education/Vocation
		<input checked="" type="checkbox"/> Safety
		<input type="checkbox"/> Medical
		<input checked="" type="checkbox"/> Psychological/emotional/behavioral
Strategies:		
<ol style="list-style-type: none"> <li>1. John will take Matthew back to his old neighborhood, show him around, and share the stories of how he grew up. <ol style="list-style-type: none"> <li>a. John will check his work schedule and find a Saturday within the next 3 weeks to take Matthew around his old neighborhood. His old stomping grounds are over an hour away and John will tell Matthew about experiences growing up and what his life was like while they are driving to and from his childhood home.</li> <li>b. Mona will check in when they get back to see how it went.</li> </ol> </li> <li>2. Mona will join ancestry.com and show Matthew how he fits in their family tree. Mona and John will pay for half of a 6-month subscription and discretionary funds will be used to pay the other half. <ol style="list-style-type: none"> <li>a. Jennifer will request discrepancy funds this week and get the check to Mona</li> <li>b. Mona will join ancestry.com before the next CFTM and report to team on progress</li> </ol> </li> <li>3. Adam will work with Matthew, Mona, and John to explain depression and trauma and how these are related to the aggressive behaviors they are experiencing. <ol style="list-style-type: none"> <li>a. Adam to provide psychoeducation around depression, trauma, and disruptive behaviors and how these could be related to the behaviors the family is experiencing once per month for a family session starting 12/10/19.</li> </ol> </li> <li>4. Adam will also work with Matthew individually 1x/week for 16 weeks targeting his depression and the impact of his past trauma experiences on his life now. <ol style="list-style-type: none"> <li>a. Adam scheduled the next session for next week and will continue to meet with Matthew weekly.</li> <li>b. Adam will track clinical measures and report back to the team around progress at each CFTM. He will also send these reports to Matthew's psychiatrist monthly to inform med checks.</li> <li>c. Matthew will meet with Adam weekly and will also report back to the team how things are going.</li> <li>d. Mona will pick Matthew up on Thursday during study hall and transport him to sessions. She will bring him back to school in time for football practice so he can do something physical before he comes home.</li> </ol> </li> <li>5. Matthew wants to help out more with Coach Smith so Matthew is going to be Coach Smith's assistant and help out with other sports between football activities. <ol style="list-style-type: none"> <li>a. Coach Smith will provide the team with a schedule of coaching events including games, practices, etc. tomorrow.</li> <li>b. Mona and John will work out a transportation schedule and the Coach will also help with transportation</li> </ol> </li> <li>6. Sue will get tickets to university games that Matthew can attend with a team member of his choice once a month.</li> <li>7. Sue will get a listing of tutors from the local Boys and Girls Club and share it with Matthew and Mona at their check in.</li> <li>8. Tina will work with Mona and John to create a behavior contract with Matthew that includes rewards and consequences. <ol style="list-style-type: none"> <li>a. Tina will meet with the family after dinner on Tuesdays for the next 3 weeks. They will develop the plan and then meet to adjust until the contract is working for everyone.</li> </ol> </li> <li>9. The family will create an 'I liked it when...' box that all family members will put notes in daily about something they liked that another family member did. The notes will be read on Wednesday night after dinner and on Fridays before Matthew's games. <ol style="list-style-type: none"> <li>a. Michelle has a box she used for a raffle at her church and will give that to Mona to use.</li> <li>b. Steven and Matthew will find a 'place' for the box and will cut paper strips for family members to write on.</li> </ol> </li> <li>10. Michelle and Mona will continue to work out every day and during that time Michelle will check in with Mona about Matthew's behavior. She will keep a record of good days and bad days and report it back to the team.</li> <li>11. Jennifer will research trauma-informed pediatricians and dentists in the local area. She will contact any she finds to gather additional information about scheduling and share this with the family before the next CFTM.</li> </ol>		